

Interprofessional Education, Lessons from Indonesia

Citation for published version (APA):

Lestari, E. (2021). *Interprofessional Education, Lessons from Indonesia*. [Doctoral Thesis, Maastricht University]. Maastricht University. <https://doi.org/10.26481/dis.20211005el>

Document status and date:

Published: 01/01/2021

DOI:

[10.26481/dis.20211005el](https://doi.org/10.26481/dis.20211005el)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

www.umlib.nl/taverne-license

Take down policy

If you believe that this document breaches copyright please contact us at:

repository@maastrichtuniversity.nl

providing details and we will investigate your claim.

Propositions

1. Considering faculty members' and students' perceptions toward IPE and IPC is an important preparatory step for successful and sustainable implementation of IPE. (this dissertation)
2. Faculty members teaching within IPE have an important function as role model of good interprofessional collaboration (this dissertation)
3. Interprofessional problem-based learning can stimulate students from different health professions to engage in the co-construction of knowledge and other collaborative activities to solve patients' problems. (this dissertation)
4. Students improved their 'soft skills' while they learn together as a team in community-based interprofessional education. (this dissertation)
5. Community based interprofessional education promotes equal participation among learner from different health professional background. (This dissertation)
6. Cultural hierarchy and unequal power relations among health professionals influence students' perception toward interprofessional learning and toward their collaboration within IPE (this dissertation).
7. Healthcare team collaboration does not just happen because health professionals come together for the purpose of patients' care as the collaborative process itself involves an initial stage of negotiation, ground rules and sharing and understanding of members' values (Thistlethwaite, et al. 2012)
8. Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life (Amy Pohler)
9. "A little knowledge removes a lot of ignorance" (Ali ibn Abi Tholib)
10. "Teacher is a compass that activates a magnet of curiosity, knowledge and wisdom in the pupils" (Ever Garisson)
11. "I think one's feelings waste themselves in words, they ought all to be distilled into actions which bring results" (Florence Nightingale)